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ABSTRACT

Guidelines are offered in this manual for developing a physical education curriculum for grades one through eight. The primary objective for the curriculum is the development of physical fitness, and also motor and life skills in students. Activities are recommended in the areas of team and individual sports, aquatics, and rhythm and dance. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities. "Topics and Concepts" define broadly the content to be included in the study of each subject area. "Learning Outcomes and Objectives" describe the behaviors which students are expected to demonstrate as a result of their learning experiences. "Sample Learning Activities" are given as indicators of student progress toward the stated goals, i.e., the learning outcomes. (JD)

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Alaska
Elementary
Curriculum Guide
Second Edition

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ALASKA

ELEMENTARY PHYSICAL EDUCATION

MODEL CURRICULUM GUIDE

Second Edition

August 1986

Alaska Department of Education

Office of Curriculum Services

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Juneau, AK 99811

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ALASKA MODEL CURRICULUM SERIES

GENERAL PREFACE

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This Second Edition curriculum guide is one of a series intended to serve as a model for Alaskan school districts as they develop and review their own curriculum documents. It is not intended that these guides be used directly by teachers for classroom instructional purposes. Districts are expected to develop their own locally suitable curriculum, using these guides as a base and a point of departure. In the future, as districts use the guides to develop and implement curriculum, their value will be measured by the increased ability of Alaskan students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process of the first drafts was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals were part of a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the original review of each content area. (Contributions to specific guides are listed in the acknowledgments sections of the guides.)

In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents, subject to revision as part of the six year curriculum review cycle The state's cycle was initiated by the Department after the curriculum regulations of 1984 were adopted.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns.

Topics/Concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning Outcomes/Objectives, in the second column, describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample Learning Activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning activity is stated to illustrate each learning outcome. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. Alaskan districts will generate their own locally applicable learning activities within the framework of their district's chosen topics/concepts and learning outcomes.

The guides are grouped by grade level groupings -- grades 1-3, 4-6, 7-8 at the elementary level, and 9-12 at the secondary level. Recognizing the unique characteristics of the five year old learner, kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete one or two semester courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for these courses.

In 1984 the Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between the state and local school districts is crucial. The Board affirmed the need to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE

ELEMENTARY PHYSICAL EDUCATION MODEL CURRICULUM GUIDE

"Physical education is an essential part of the total education program and makes significant contributions toward the achievement of desirable educational outcomes through the medium of physical activity and related experiences. It is education through, as well as of, the physical. An effective and comprehensive physical program:

- promotes the physical growth and development of children and youth while contributing to their health and well-being.
- makes a major contribution to the personal and physical fitness of each student, including cardio-respiratory efficiency, endurance, flexibility, agility, balance, muscular strength, speed, power, coordination, and rhythmic responses.
- teaches efficient, graceful, and useful movement skills at all developmental levels.
- is a planned sequence of experiences in a variety of activities beginning with basic movement skills and progressing toward complex skill sports, dance, aquatics, and other forms of human movement.
- offers many opportunities to help individual students develop a wholesome self concept and an appreciation of others.
- is education for the constructive use of time, including leisure hours, keeping fit and enjoying physical forms of recreation during the school years and continuing throughout adult life.
- helps students to understand and appreciate expressive, creative, aesthetic movement from the standpoint of both the participant and the observer.
- makes important contributions to the emotional, social, mental, moral and ethical development and adjustment of students." (A Statement of Basic Beliefs, The Society of State Directors of Health, Physical Education, and Recreation, 1985.)

In Alaska, the natural environment poses several added challenges to overall physical fitness and well-being. The inherent values of motor skill development, from the standpoint of both worthy use of leisure time and the positive contribution of physical activity to long-term mental and physical health are considered as a basis for this curriculum guide. Physical education should develop a child's intellectual abilities, stimulate his/her creativity, and enchance his/her self-image.

Although school health is often considered as distinct from Physical Education, learning outcomes/objectives associated with the knowledge and attitudes for fitness and motor skill development and those derived from life skills are closely linked to general concepts in health education. Attention should be given at the local level to coordination of physical and health education, to increase the opportunities to develop positive life long competencies and habits.

Dance concepts and skills can be integrated into the entire curricular program. The study and performance of dance involves the physical, intellectual and emotional capacities of the students. In addition, dance helps students to become aware of their bodies and their aesthetic sensitivities. Students' personal awareness, physical coordination, social skills, creative potential and possible interests and talents in dance are developed. Outcomes/objectives and activities related to dance are contained throughout this Guide; they are more comprehensively addressed in the Fine Arts Model Curriculum Guide.

One basis for the formulation of this guide was a strong belief in the foundation of efficient body management and that the fundamental skills should be geared to the developmental needs of the child. In addition, the activities selected for the guide are based upon their potential to help teachers and students reach expected concept goals. Desirable behavioral changes, associated educational values, and personal benefits are clearly stated. The guide will be most useful for school districts which adapt it to fit specific local needs and involve representatives of the local community in local planning and implementation.

Three themes organize the learning outcomes/objectives and sample learning activities.

Fitness Outcomes - Organize performance, knowledge and attitude objectives to develop the flexibility, strength and aerobic fitness of each child.

Motor Skill Development - Organize performance, knowledge and attitude through such skill themes as traveling, chasing, jumping, throwing, and volleying.

Life Skills Development - Enhanced through creativity and social skills, the child develops the ability to express him/herself kinesthetically in a unique manner, and achieve personal and social goals.

Where skill themes are used as learning outcomes/objectives in motor skill development, the sample learning activities reflect learning levels of skill proficiency at the pre-control, control, utilization and proficiency levels. Skill themes demonstrate a developmental approach to learning, and are illustrated by the example below:

Pre-Control Level:	Unable to repeat movements; entraneous movements; awkwardness and incorrect movements; surprised at correct movements.
Control Level:	Less haphazard and more in line with child's intentions; more consistent and correct; can combine movements; needs to concentrate to do movements correctly.

Utilization Level:	More automatic and can be performed successfully with concentration; can be executed even when context is varied; can begin to move skillfully in unpredictable situations; several skills can be combined successfully.
Proficiency Level:	Almost automatic; can focus on extraneous variables and still perform skill successfully; movements often seem effortless; can modify performance to meet demands of situation.

Throughout the guide for each topical area, the general topics/concepts are numbered with whole numbers (e.g., 1.0, 2.1) sub-topics are then numbered 1.1., etc. The learning objectives/outcomes found in the middle column represent a sequential flow of content matter based on students' developmental levels. Outcome numbers correspond to the topic area and proceed sequentially after the decimal (e.g., 2.1.3 follows 2.1.2 and is not equivalent to 2.1.6.) In physical education all numbers proceed consistently from grade one through grade twelve. The numbering is designed to facilitate cross referencing to other guides and specific referencing of this guide by districts using it.

PHYSICAL EDUCATION

GRADES 1-3

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. FITNESS DEVELOPMENT		
1.1 Performance		
	1.1.1 Improve flexibility, strength, and aerobic fitness according to his/her individual abilities.	
		Explore movement of body parts in varied combinations through aerobic dance.
		Show improvement on sit and reach fitness test during the year.
		Increase the length of time spent on a fixed arm hang.
		Improve standing pulse rate after dancing to an entire recorded chidren's song without stopping.
		Observe and follow movement of another person as in follo-the-leader or mirroring activities.
1.2 Knowlege		
	1.2.1 Comprehend the moving parts of the body.	
		Explore movement of body in varied combinations, i.e., twist, stretch, bend, curve, forward, backward, upward, downward.
		Demonstrate understanding that muscles need warm up before exercising.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1.3 Attitudes		
	1.3.1 Develop positive attitudes toward health-related fitness.	
		Give reasons for each of the following: being clean, brushing teeth, being fit, having the proper diet, wearing proper clothing.
		Increase self-rating on an attitude questionnaire.
	1.3.2 Improve his/her body image and feelings of self worth.	
		Indicate a positive feeling about his/her physical self after having participated in physical education.
		Collect "can-do" awards for improving performance.
		Understand that practice leads to improvement.
		Improvise movements in creative situations (i.e., imagine you are immersed in a jar of honey or tossed about in a wind storm).
2. MOTOR SKILLS DEVELOPMENT		
2.1 Performance		
	2.1.1 Improve his/her ability to perform the following gross and fine motor skills at the control level.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Repeat gross and refined perceptual motor skills (i.e., right and left, unilateral, bilateral, and cross-lateral movements) through various modes - i.e. skip, hop, jump, gallop, walk, slide, run, leap. Basic locomotor movements Demonstrate various forces (i.e., speed, level, direction, and space)with body actions in response to rythmic instruments or music. Move in a limited space with a number of children without bumping into them. Jumping/landing Land in a "skier" position from a jump. Throwing/catching Improve ability to throw and catch an object with the dominant hand. Kicking/punting Improve his/her kicking of stationary and/or rolled playground ball.
	2.1.2 Improve his/her ability to perform the following skills at the control level:	
		Dribbling Dribble a 8-1/2" playground ball while walking forward, backward, or sideward.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Floating/Swimming Stay afloat for 2 minutes in water. Propel self forward for 20 yards while holding a kick board in front of self. Balancing/tumbling Increase the number of tumbling and gymnastic skills he/she is able to perform. Non locomotor movements Demonstrate a forward roll, keeping the body in a round shape. Perform rythmic patterns using his/her body to swim, sway, stretch, bend, twist ,turn, push, and pull.
	2.1.3 Demonstrate an understanding of the concept of self space.	Explore concepts of personal space, contained space and space of others through body movements. Perform simple group folk dance.
2. MOTOR SKILLS DEVELOPMENT		
2.2 Knowledge	2.2.1 Understand the various body parts and how they move.	Identify each of the following body parts by touching them if asked: wrist, waist, shoulder, elbows, ankles, cheeks, forehead, knees, and hips.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Explore body shapes, lines, angles, and curves through use of rigid and flexible props.
	2.2.2 Comprehend movement terms.	Perform the appropriate movements when given verbal or written commands by the teacher. These movements may include: catch, throw, punt, kick, jump, leap, roll backward, forward, and sideways.
	2.2.3 Identify time concepts through movement experience.	Explore and comprehend the concepts of fast/slow, long/short, sudden/sustained.
		Move in time to music, staying with the beat.
	2.2.4 Apply safety rules.	Give the reasons for safety rules which have been established (e.g., cold weather safety, such as having a buddy, dressing appropriately).
	2.2.5 Understand physiological changes during exercise.	Explain why he/she feels warmer during exercise.
		Explain in simple terms why the heart beats faster during exercise and why that benefits the body.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
2.3 Attitudes	2.3.1 Feel successful in motor skill activities.	
		Express positive feelings about involvement in a variety of physical activities.
		Experience enjoyment of doing steps and simple patterns of various dances (i.e., folk, jazz, aerobic, ballet).
	2.3.2 Exhibit emotional control.	
		Use constructive means of expressing frustration and enthusiasm.
3. LIFE SKILLS		
3.1 Creativity	3.1.1 Construct creative rhythmic activities.	
		Design a unique rope jumping routine to music.
		Create or interpret stories with rhythmic movements.
		Develop a simple dance with a beginning middle section and ending.
	3.1.2 Explore sensory reception in various perceptual modes.	
		Explore sight, sound, tactile, and kinesthetic perceptions through use of music and/or props.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
3.2 Social Skills		
	3.2.1 Demonstrate sharing.	
		In most situations requiring cooperation, voluntarily share with others.
	3.2.2 Be a good leader and follower when appropriate.	
		Be a willing leader in small group situations when assigned.
		Follow directions and rules for simple games and activities.
	3.2.3 Be patient in appropriate situations.	
		Wait his/her turn in a game without complaining.
	3.2.4 Effectively interact with others.	
		Accept an assigned partner willingly.
		Use a positive manner when correcting a peer.
		Observe another's movements and give a friendly critique of his/her reactions.
		Read about, observe, and/or participate in a cultural dance.

PHYSICAL EDUCATION

GRADES 4-6

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. FITNESS DEVELOPMENT		
1.1 Performance	1.1.2 Maintain or improve his/her fitness, flexibility, strength, and aerobic fitness levels.	Perform three consecutive dance numbers or a jump rope routine of at least three minutes duration. Improve on each item of the school's fitness test program or a nationally recognized fitness test.
	1.1.3 Self-test for fitness progress.	Demonstrate 10 new activities for which he/she can self test. Such activities may be: rope jumping, pull-ups, push-ups, high jumping, throwing objects for distance, throwing objects for accuracy, running for distance, etc.
1.2 Knowledge	1.2.2 Apply fitness information to personal behavior.	Demonstrate the meaning and importance of the following: - warm up - cool down - fluids before, during and after exercise - proper clothing

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		- outside temperature consideration - fatigue and injury relationship - drugs and fitness/performance relationship - increase and recovery of heart rate during aerobic exercise - muscle soreness and conditioning
	1.2.3 Carry out a personal fitness program.	Outline and perform a home fitness program and keep a record of progress.
	1.2.4 Understand the relationship between use of alcohol, drugs, tobacco, and physical condition.	State the relationship between: - drugs and physical performance - alcohol and serious disease - alcohol and physical performance - depression and alcohol - tobacco and physical performance - tobacco and cancer, emphysema, heart disease and other debilitating diseases
	1.2.5 Understand the history of Native games and how to perform them.	Demonstrate Native games, i.e., one foot high kick, two foot high kick, leg wrestle, arm wrestle, finger pull.
	1.2.6 Understand careers related to the physical education field.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Interview someone in the physical education or dance field about his/her career.
	1 3.3 Maintain or improve his/her body image and positive self concept.	
		Show improvement in attitudes regarding his/her body image on a questionnaire.
		Demonstrate appreciation of the positive effects of exercise.
	1.3.4 Detect the feeling or tone of movement and respond to the feeling of the observed movement.	
		Express awareness of emotion displayed in filmed or live performances.
2.0 MOTOR SKILLS DEVELOPMENT		
2.1 Performance		
	2.1.4 Improve his/her ability to perform a variety of skills at the utilization level.	
		Running/track Improve on his/her time in the 50-yard dash.
		Increase distance he/she can run without stopping.
		Balancing/tumbling Walk across 3" low beam, forward and backward.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Perform five new tumbling activities. Perform tumbling routine to music consisting of tumbling moves, balance and dance steps Dancing Perform dances, such as polka, schottische, and two new square dances using these and other steps. Demonstrate ability to relate body with spatial design: lines, angles, curves. Demonstrate awareness of internal and external force. Volleyball serving Satisfactorily execute an underhand volleyball serve over a 6-foot high net. Throwing/catching Demonstrate a basketball bounce pass and chest pass. Demonstrate an understanding that a follow-through (stretch) increases accuracy. Kicking/punting Improve on the distance he/she can punt a junior football and a 8-1/2" playground ball.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Floating Stay afloat or swim for 4 minutes.
		Dribbling/travelling Dribble a soccer ball, by alternating feet, within a 20-second time limit without losing control of the ball.
		Striking Increase his/her striking of softballs pitched in the strike zone.
2.2 Knowledge		
	2.2.6 Develop awareness of body alignment and balance while increasing other physical aspects of strength, flexibility, agility, and endurance.	
		Balance manipulative objects while performing a task.
		Perform calisthetics with correct form.
		Perform dance exercises, movements, and routines.
	2.2.7 Demonstrate by a sense of relationship to surrounding space combining spatial relationship with time and energy concepts.	
		Create an individual or small group dance using music with varying tempos.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.2.8 Follow safety rules.	Correctly spot another student during gymnastic activities. Handle equipment safely in the gym around students.
	2.2.9 Evaluate a dance based on specific criteria and the elements of form.	Do a self evaluation and compare comments with those of a peer.
	2.2.10 Demonstrate sport and game rules and regulations.	Participate in at least five new games per year.
	2.2.11 Perform dances from memory.	Perform at least five new dances per year from memory.
	2.2.12 Comprehend a variety of body parts.	Identify the following body parts by touching them or indicating their approximate location if they are internal organs: biceps, triceps, heart, kidney, forearm, sternum, patella and clavicle.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.2.13 Increase awareness identification of body movement potential, care, and injury prevention.	
		Explain: - how to absorb shock when jumping from a height - the best way to lift heavy objects - the best way to push and pull an object - the best way to throw and catch - how to move through space without interfering with others.
3. LIFE SKILLS		
3.1 Creativity		
	3.1.3 Demonstrate creative rhythmic ability.	Develop original rhythmic routines alone or in small groups using each of the following pieces of equipment: jump ropes, lummi sticks, tinikling poles, wands and streamers.
	3.1.4 Demonstrate creativity in movement.	Act out various movement themes through pantomime such as: the circus, emotions, sporting events, and weather. Organize and develop movement into structured sequences, phrases, and sections. Use music in the process.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
3.2 Social Skills	3.2.6 Demonstrate leadership and team support.	Organize peers and conduct a game with limited teacher supervision.
	3.2.7 Work as a team member toward a common goal.	Accept an assigned position on a softball team.
	3.2.8 Develop good sportsmanship.	Congratulate the other team whether his/her team won or lost. Observe and discuss own success in handling assigned movement sequences.

PHYSICAL EDUCATION

GRADES 7-8

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. FITNESS DEVELOPMENT		
1.1 Performance		
	1.1.5 Improve cardiorespiratory endurance.	Perform actively for increasing lengths of time in a variety of aerobic activities.
	1.1.6 Improve strength and muscular endurance.	Perform arm and shoulder strength tests, such as push-ups with resultant scores showing improvement; perform abdominal and back strength tests, such as sit-ups with resultant scores showing improvement.
	1.1.7 Improve body alignment.	Demonstrate proper body alignment while executing skills specific to particular sport activities.
	1.1.8 Improve agility.	Perform agility tests, such as the shuttle run, with resultant scores showing improvement.
		Observe and follow movement of another person as in follow-the-leader or mirroring activities.
1.2 Knowledge		
	1.2.7 Select and define his/her own learning experiences.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Develop learning activities which meet his/her own needs (i.e., individualized fitness programs, fitness clubs or interest groups).
		Set realistic personal fitness goals based upon his/her results in fitness tests.
	1.2.8 Locate and participate in appealing, lifelong physical activities available outside of class.	
		Select and practice skills such as cross country skiing or skating which may be used in leisure activities with family members.
	1.2.9 Understand fitness and its contribution to good emotional and physical health.	
		Explain the relationship between fitness and daily living tasks.
	1.2.10 Apply the relationship of human anatomy and physiology to fitness.	
		Describe the role and function of the cardio-vascular system and its effect on physical performance.
		Describe steps to be taken when a strain, sprain, or pull occurs.
	1.2.11 Analyze the principles of nutrition and weight control as related to body composition and physical activity.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Maintain good nutrition and exercise practices that contribute to maintaining appropriate body weight.
1.3 Attitudes		
	1.3.5 Demonstrate a positive attitude toward the development of life-long maintenance of fitness.	
		Describe to others the values which he/she feels are gained from a fitness lifestyle.
		Participate in a cooperatively designed fitness program regularly throughout the year.
		List ten personal skills, characteristics or accomplishments which make them feel good about themselves.
2. MOTOR SKILLS DEVELOPMENT		
2.1 Performance		
	2.1.5 Improve his/her ability to perform a large variety of physical skills.	
		Basic locomotor movements Synchronize body movements with rhythmic sequences, involving space, force, mood and tempo.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Relationships Perform various movement patterns of their own design which flow from one to another. Demonstrate sensitivity to range of movement qualities (i.e., sustained, percussive, vibratory, swing). Travelling Combine speed efficiently in various sport skills such as running and passing in basketball. Chasing/fleeing/dodging/jumping/landing Execute effective locomotor and non-locomotor movements in a variety of activities, including 4 team sports and 3 individual/dual sports. Balancing Demonstrate balance while performing stationary and movement skills.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Manipulative skills Execute previously acquired manipulative skills satisfactorily in game-like situations (i.e., basketball, volleyball, and dodge ball).
		Striking Demonstrate a high level of body movement while performing sequenced motor skills, as in Native Youth Olympic games.
		Individual and dual activities Execute satisfactorily basic strategies and skills used in specific individual and dual activities (i.e., track and field, Native youth olympics, gymnastics, volleyball).
		Team support activities Execute satisfactorily basic strategies and skills used in modified or official team sport situations (i.e., soccer, basketball).
		Dancing Demonstrate sensitivity to a range of movement qualities (sustained, percussive, vibratory, swing) as illustrated in a variety of dance.
2.2 Knowledge	2.2.14 Understand career possibilities in physical education and related areas which are of interest to him/her.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Identify available skills, knowledge required, and the training for specific physical education related occupations which interest him/her.
		Differentiate between dance and professional dance as an avocation or recreation.
	2.2.15 Analyze movement patterns in locomotor, non-locomotor and manipulative activities.	
		Recognize various folk dances and their origins (i.e., Square dancing, Danish dancing, Shoemaker's dance).
		Analyze western culture dance which evolved into ballet, jazz, tap, and other social forms.
		Analyze the skill performance of others, via live or taped performance, identifying perceptual motor strengths and weaknesses.
	2.2.16 Apply fitness principles to conditioning for specific activities.	
		Use fitness principles in safe and effective wrestling or basketball activities.
	2.2.17 Comprehend the relationship of rest and relaxation to total fitness.	
		Identify the symptoms of fatigue and stress.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.2.18 Consistently follow the rules of the sport	
		Demonstrate a knowledge of soccer game rules and strategies.
	2.2.19 Apply safety rules.	
		Demonstrate basic emergency first aid skills.
2.3 Attitude		
	2.3.3 Develop a positive sense of involvement and concentration of attention.	
		Compete, individually or as part of a team, in an event for which he/she has been adequately trained.
	2.3.4 Develop awareness of body alignment and balance while increasing other physical aspects of strength, flexibilility, agility, and endurance.	
		Discuss how he/she felt after dancing or engaging in other physical exercise.
3. LIFE SKILLS		
3.1 Creativity		
	3.1.5 Demonstrate creative rhythmic ability.	
		Design a dance sequence to music.
	3.1.6 Synthesize external and internal stimuli into dance composition.	

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Discover motivations for movement improvision from auditory, tactile, visual, and motor stimuli, emotional state, textures shapes, concepts, and ideas.
3.2 Social Skills		
	3.2.10 Display respect for self, others, and authority.	
		Win and lose graciously, congratulate opponents, and treat officials respectfully.
	3.2.11 Demonstrate leadership skills and group cooperation.	
		Exercise responsibility as captain of a team or leader in exercise or dance routine.
		Dance with a partner or as part of a group dance routine.

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HISTOGRAMS

ACKNOWLEDGEMENTS (Editions I/II)

MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Physical Ed.
Course: All
Level: Primary
Grade(s): K-3
Date: 6/26/86

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	2	11	******
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	3	17	*********
3.00 Application	3	17	*********
4.00 Analysis	0	0	
5.00 Synthesis	1	6	***
6.00 Evaluation	0	0	
SUBTOTAL	9	50	
AFFECTIVE	8	44	**********
PSYCHOMOTOR	1	6	***
Not Classifiable	0	0	
TOTAL	18	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

This histogram of the cognitive levels of the learning objectives/outcomes is provided for the Alaska Model Curriculum Guides. The histogram is a bar graph that shows the percentages of objectives at each different cognitive level, adapted from Bloom's Taxonomy of Cognitive Levels. It provides a way to look at and understand the different "levels" of thinking required to accomplish a particular objective.

Thinking skills must be taught and reviewed to ensure something beyond the mere recall of facts. Every objective in the guides was analyzed and assigned a number indicating its cognitive level and tallied. The histogram indicates where the emphasis is within the cognitive level.

There is no ideal distribution we can use for a model, but it provides a source for professional judgement about the learning objectives/outcomes. The histogram does not necessarily show what ought to be, but rather reflects what is in this particular set of concepts promoted in the curriculum guides for school districts in Alaska.

MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Physical Ed.
Course: All
Level: Elementary
Grade(s): 4-6
Date: 6/26/86

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	5	22	**********
3.00 Application	8	35	**********
4.00 Analysis	0	0	
5.00 Synthesis	2	9	*****
6.00 Evaluation	1	4	**
SUBTOTAL	16	70	
AFFECTIVE	5	22	**********
PSYCHOMOTOR	2	9	*****
Not Classifiable	0	0	
TOTAL	23	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

This histogram of the cognitive levels of the learning objectives/outcomes is provided for the Alaska Model Curriculum Guides. The histogram is a bar graph that shows the percentages of objectives at each different cognitive level, adapted from Bloom's Taxonomy of Cognitive Levels. It provides a way to look at and understand the different "levels" of thinking required to accomplish a particular objective.

Thinking skills must be taught and reviewed to ensure something beyond the mere recall of facts. Every objective in the guides was analyzed and assigned a number indicating its cognitive level and tallied. The histogram indicates where the emphasis is within the cognitive level.

There is no ideal distribution we can use for a model, but it provides a source for professional judgement about the learning objectives/outcomes. The histogram does not necessarily show what ought to be, but rather reflects what is in this particular set of concepts promoted in the curriculum guides for school districts in Alaska.

MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Physical Ed.
Course: All
Level: Jr. High
Grade(s): 7-8
Date: 6/26/86

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	3	13	********
3.00 Application	9	39	**********
4.00 Analysis	2	9	******
5.00 Synthesis	2	9	******
6.00 Evaluation	0	0	
SUBTOTAL	16	70	
AFFECTIVE	4	17	**********
PSYCHOMOTOR	3	13	********
Not Classifiable	0	0	
TOTAL	23	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

This histogram of the cognitive levels of the learning objectives/outcomes is provided for the Alaska Model Curriculum Guides. The histogram is a bar graph that shows the percentages of objectives at each different cognitive level, adapted from Bloom's Taxonomy of Cognitive Levels. It provides a way to look at and understand the different "levels" of thinking required to accomplish a particular objective.

Thinking skills must be taught and reviewed to ensure something beyond the mere recall of facts. Every objective in the guides was analyzed and assigned a number indicating its cognitive level and tallied. The histogram indicates where the emphasis is within the cognitive level.

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SECOND EDITION, 1986

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AK Natural Resources and
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AK Science Teachers Association
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St. Mary's School District Elem. Staff
St. Mary's, Alaska

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Alaska School Districts

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Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Idaho
Ilinois
Indiana
Maine
Minnesota
Maryland
Nebraska
Nevada
New Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
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Virginia
West Virginia
Virgin Islands
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